



Vol. 12, Issue 1, 1-8, 2023

Academic Journal of Psychological Studies

Print ISSN: 2375-7450

Online ISSN: 2333-0821

ajps.worldofresearches.com

Factors Related to Students' Social Development: Evaluation of Psychological & Social Aspects

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A B S T R A C T

One of the important goals of the educational system in every society is to create a basis for the all-round development of the individual and to educate healthy, efficient and responsible people to play a role in individual and social life. Since students, as the basic pillar of the country's education system, have a special role and position in achieving the goals of the education system, attention to this segment of the society in terms of education, training and psychology, the fertility and prosperity of the education and training system and finally the society itself causes This research was also conducted in order to investigate the relationship between psychological toughness, primary maladaptive schemas and dimensions of social identity with the social development of secondary school students. The research indicators were collected through psychological toughness questionnaires, Young's primary maladaptive schemas questionnaire, social identity questionnaire and social growth questionnaire. In this research, it has been shown that incompatible schemas (except for self-sacrifice and stubborn standards) are not related to social growth. Also, social identity and mental toughness do not have a significant relationship with social growth. Inconsistent patterns of sacrifice and stubborn standards have a direct and meaningful relationship with social development.

Keywords: Psychological Hardiness, Early Maladaptive Schemas, Social Identity, Social Development, Psychological and Social Aspects.

INTRODUCTION

One of the important goals of the educational system in every society is to create a basis for the all-round development of the individual and the education of healthy, efficient and responsible people in order to play a role in individual and social life. On the other hand, in Iran, few students who enter the education system can develop their talents, succeed in this field and show good academic performance (Hasannejad Reskati, Hosseini, & Fakhry, 2017). Different psychological factors affect students' performance. One of these factors is stubbornness (Muller & Hoadley, 2019). On the other hand, creating an identity and achieving a coherent self-definition is the most important aspect of psycho-social development in adolescence (Olga et al., 2019; Petrie, Deiters, & Harmison, 2014; Valizadeh, Sadipour, Dortaj, Delavar, & Sheivandi Cholicheh, 2022). Many factors affect how a person's identity is formed and social development.

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DOI: [In pressing](#)

To cite this article: Sharifi, B., Kamkar, S. (2023). Factors Related to Students' Social Development: Evaluation of Psychological & Social Aspects. *Academic Journal of Psychological Studies*, 12 (1), 1-8.

Psychological toughness is a personal factor and social support is an environmental factor that can facilitate adaptation (Moshavvegh, Goodarzi, Emamipour, & Sepah Mansour, 2021; Smith, Wolfe-Clark, & Bryan, 2016). Stubbornness is a personality trait that can resist the effects of stress as a shield and prevent its destructive effects on health. This personality trait is made up of three components: control, commitment and struggle (Salehian, 2022; Salehian & Sarvari, 2021). People who have high stubbornness, simply feel committed to their actions and behavior and believe that life events are controllable and predictable, and finally change in life and the need to adapt to it is a kind of luck and struggle for further growth in life (Moravec, 2022). They consider life as a threat to their security. Studies by researchers have shown that the process of socialization is one of the dimensions of human development and has a significant impact on the academic progress of students, unfortunately, families and school parents do not have enough information to know the effective factors in the socialization of children (Wang & Neihart, 2015).

In this research, another variable related to the social growth of students is investigated, which is called primary incompatible schemas. Primary maladaptive schemas, emotional patterns and deep beliefs that shape a person's feelings about themselves, and as a psychological factor in the social development of secondary school students are investigated (Moghanloo, 2022; Yıldız, Solak, & İkizer, 2021). Primary incompatible schemas are considered to be the most basic cognitive components, even sometimes they are formed before the child learns language (pre-verbal schemas) and often exert their influence on the information processing system below the threshold of consciousness. It has a spontaneous state (Eksi, Okan, & Dinç, 2020; Rajabi, Kazemian, & Esmaili, 2017).

From the cognitive point of view, the primary incompatible schemas are considered to be the most basic cognitive components, sometimes even before the child learns the language, they are formed (pre-verbal schemas) and often exert their influence on the information processing system below the threshold of consciousness. It does and has a spontaneous state (Calvete et al., 2019; Faustino & Vasco, 2020). This relationship is to the extent that therapists believe that when incompatible schemas are activated, metacognitive techniques can deal with them, and the person learns to deal with his emotional states through cognitive discussion and reasoning, and to prevent the distortion of environmental information by schemas (Ghadimi, Karami, & Yazdanbakhsh, 2015; McArthur et al., 2019).

Individual work (scientific, artistic, sports, etc.) in Iran gives better results than group work, and this has been proven in recent years. The main reason for this is that the people of our society still do not have the spirit of cooperation, working together, and tolerating each other's opinions and opinions. All these cases show that the people of our society (both youth and adults) do not have the necessary and sufficient social development; The main thing that should always be noticed by teachers and trainers is that with the progress of civilization and culture, the social responsibility of people increases.

From the point of view of sociology, identity is not simply "being one with oneself", but rather "being one with oneself and others", which explains individual and social identity (Burke & Stets, 2022; Coulmas, 2019). Personal identity is one of the subjects that, in addition to psychology, other sciences have also paid attention to it and have put forward different definitions and descriptions and investigated the influencing factors. Individual identity is a person's definition of himself by emphasizing his difference from others. Therefore, the purpose of this study was to investigate the relationship between psychological toughness, primary maladaptive schemas, and dimensions of social identity with the social development of secondary school students.

DEFINITIONS

Psychological Hardiness: Psychological hardiness is a type of personality trait that includes the components of commitment, control and struggle (challenge) and encourages the growth and development of a person's life. Kobasa (1979), using existing theories about personality, hardiness can be defined as a combination of beliefs about oneself and the world that originates from the integrated and coordinated action of commitment, control and struggle, and provides an attitude that gives rise to courage., it becomes the necessary motivation and ability in a person for personal growth and control of environmental stress. Also, psychological hardiness is a defined personality trait. which prevents the negative effects of stress on health. This attribute helps to enrich and increase the quality of a person's life as a combination of thinking, feelings and behaviors.

Maddi and Kobasa (1984), believe that psychological hardiness is a general feeling that environmental conditions are ideal and causes people to see stressful situations as potential, meaningful, and interesting, thus turning them into great and advanced experiences rather than make it short and small. Therefore, psychological hardiness has an important effect in protecting health during stressful events and is potentially a valuable personality style for many situations and occupations.

Early maladaptive schemas: In the context of psychology and psychotherapy, schema is generally considered as a general organizing principle that is necessary to understand the life experiences of each individual. Schemas are formed early in life and impose themselves on later life experiences (Faustino & Vasco, 2020; Pinto-Gouveia, Castilho, Galhardo, & Cunha, 2006). With this general definition, schema can be positive or negative, compatible or incompatible, and can be formed early in life or later in life. From Yang's point of view, "Schemas are the deep and strong beliefs of a person about himself and the world and are the result of the teachings of the first years of life(Pilkington, Bishop, & Younan, 2021). Schemas are our knowledge of the world and ourselves and tell us how it is?" Schemas that lead to the formation of psychological problems are called early maladaptive schemas, and he believes that schemas are self-perpetuating patterns of our memories, emotions, cognitions, senses, and perceptions (Dozois, Martin, & Bieling, 2009; Maher et al., 2022).

Social Identity: Identity in Persian language means that which causes the identification of a person or something, it is mentioned in the definition of this word in Laros culture: that which causes an object to be exactly of the same essence that makes the object, it is mentioned Is. Also, the concept of identity is equivalent to "Identity" and it is mentioned as the same thing in all the things that make up the objective truth of an object, as well as the belonging of a person to a social group based on the status of a geographical, linguistic, cultural place that absorbs Some special features are mentioned (Hogg, 2016; Jenkins, 2014).

Social Development: Social development is a process through which a person acquires awareness, values, establishing social relationships and social skills, and these acquisitions enable him to unite with the society and behave in an adapted way and from the way to exchange emotions and respect with others is to achieve satisfaction (Bear, 1998; Grusec & Lytton, 2012). In fact, a person's sense of usefulness and happiness depends on the level of social development. Psychologists consider social development in the form of mutual adaptation of the child with the social environment and in relation to peers and consider it a process that enables the child to understand and predict the behavior of others; Control your behavior and regulate your social interactions (Coulmas, 2019; Grusec & Lytton, 2012; Midgley, 2013; Molden & Dweck, 2006).

METHODOLOGY

The statistical population of the research was all secondary school students in the year 2009-2018. The sample size was 2100, which were selected using the cluster sampling method. In this way, among all secondary schools in Chaharmahal and Bakhtiari province (Iran), a certain number of schools were randomly selected, and in the second stage, a number were randomly selected using cluster sampling from among the school classes. Before conducting the research and in order to comply with the ethical principles, after explaining the objectives of the research and obtaining the students' consent, they were assured that the collected information will remain confidential and the analysis of the information will be done in a group.

Ahvaz Psychological Hardiness Scale: Psychological Hardiness questionnaire has 27 items and each item has four options "never", "rarely", "sometimes" and "most of the time". 0, 1, 2, 3 values are considered for each material in scoring. Except for statements 6, 7, 10, 13, 17, 21, which have a negative factor load and are scored in reverse. The range of scores in the psychological Hardiness questionnaire is 0 to 81. Obtaining a high score in the psychological toughness questionnaire indicates high psychological toughness in a person.

Young's early maladaptive schemas questionnaire: This questionnaire contains 205 items to measure primary maladaptive schemas, 16 defective schemas (emotional deprivation, abandonment, mistrust, social isolation, shame/deficiency, social unpleasantness, failure, dependence/incompetence, vulnerability to illness, distress, obedience, it evaluates sacrifice, emotional inhibition, stubborn standards, entitlement, self-control) of the 18 schemas proposed by Yang. Subjects determine the degree of truth or falsity of each item about themselves based on a range of 6 options (completely false, almost false, more true than false, slightly true, almost true, completely true).

Safarinia Social Identity Questionnaire: Identity refers to the characteristics that distinguish a person. People show different identities; For example, a person may want to be known as an athlete. Social identity is formed from the psycho-social needs of social activists and is a prerequisite for any social life. Social identity provides the possibility of stable and meaningful psychological communication with others, which is the center and basis of social life. The results of various studies have shown that social identity has an effective role in mental health, adaptation, self-expression, social self-esteem and attitude towards immigration.

Vineland Social Growth Scale: Vineland's social growth scale is one of the developmental scales that deals with the level of a person's ability to meet their practical needs and accept responsibility. Although this broad scale covers the age of birth up to 25 years and up to 12 years old, it has separate questions for each year, but from 12 years old onwards, it has common questions between 12-15 years old, 15-18 years old, 18-20 years old, 20-25 years old and 25 years old and above. However, it has been found that its effectiveness reaches its maximum at younger ages, especially in mentally retarded groups. This scale has 117 items that are divided into one-year groups. In each subject, the required information is obtained not through test situations, but through interviews with informants or the examinee himself. The basis of the scale is based on what a person is capable of doing in daily life.

In data analysis, using descriptive statistics including frequency and central tendency data and inferential statistics data, independent t-test was used. Analysis of the data obtained from the implementation of the research was done with the help of SPSS 21 software. In the descriptive statistics section, (prevalence, frequency percentage, average and standard deviation statistical

indicators table) were used, and in the inferential statistics section, Pearson's correlation coefficient test and regression analysis were used.

RESULTS

Table 1 shows the mean and standard deviation of psychological hardiness, early maladaptive schemas, social identity and social development.

Table 1. Mean and standard deviation of variables of psychological hardiness, early maladaptive schemas, social identity and social development

Variables		Min.	Max.	Mean	Std. Deviation
early maladaptive schemas	Emotional deprivation	5	18	10.09	2.95
	Abandonment	5	18	10.12	3.08
	Mistrust/abuse	6	21	10.62	2.65
	Social isolation	5	24	11.65	3.41
	Defectiveness/shame	5	18	11.20	2.62
	Social undesirability	7	25	16.91	4.05
	Failure to achieve	7	25	16.35	3.90
	Functional dependence	6	22	14.45	3.07
	Vulnerability to harm	7	22	15.26	3.03
	Enmeshment	7	25	17.32	3.73
	Subjugation	6	22	14.40	3.06
	Excessive self-sacrifice	6	25	14.59	5.01
	Emotional inhibition	5	22	12.09	4.38
	Unrelenting standards	7	25	13.86	4.21
Entitlement	10	29	18.00	3.83	
Insufficient self-control	7	29	17.75	4.32	
Social Identity		26	77	43.56	9.34
Psychological hardiness		49	83	62.72	6.81
Social development		15	57	37.06	9.54

The results of the table show that the average and standard deviation of social development variables were 37.06 (9.54), stubbornness 62.72 (6.81), social identity 43.56 (9.34), respectively. Among the incompatible schemas, the highest average was related to the entitlement schema with a mean of 18 and a standard deviation of 3.83.

Multiple regression analysis was used to predict the amount of social development based on early maladaptive schemas, psychological hardiness and social identity. The most important premise of multiple regression analysis is the absence of multiple collinearities between independent variables. Tolerance and VIF statistics were used to check this assumption. Tolerance values of 0.1 or less or VIF values greater than 10 indicate multiple collinearities. The results are reported in Table 2.

Table 2. Summary of regression analysis to predict social growth based on early maladaptive schemas, psychological hardiness and Social Identity

Variables	Tole.	VIF	F	R ²	Beta	t	p
Constant			3.63	0.03		1.42	0.1
early maladaptive schemas	0.52	1.92			0.221	2.07	0.04
psychological hardiness	0.52	1.92			0.271	2.73	0.03
Social Identity	0.52	1.92			0.308	3.61	0.01

As can be seen in Table 2, the tolerance index of predictor variables is greater than 0.1 and therefore there is no problem of multiple collinearities. Also, the results of multiple regression analysis showed that early maladaptive schemas, psychological hardiness & Social Identity can

significantly predict social growth ($F=3.63$, $p=0.03$).

CONCLUSION

In today's complex world, the need to deal with the process of social growth and provide correct strategies for its flourishing is of high sensitivity. The ultimate aim and goal of the social development of children and adolescents is to help them achieve personal and social happiness on the way. It is their growth and perfection. The most important element of strengthening and flourishing social development is education in general and curricula in particular. One of the important goals of the educational system in every society is to create a basis for the all-round development of the individual and to educate healthy, efficient and responsible people to play a role in individual and social life. Since students, as the basic pillar of the country's education system, have a special role and place in achieving the goals of the education system, attention to this segment of the society in terms of education, training and psychology, the fertility and prosperity of the education and training system and finally itself It causes society. Despite this, out of all the students who enter the education system, few can develop their talents, succeed in this field and show good academic performance.

Various psychological factors affect the performance of students, one of these factors is stubbornness. The main thing that should always be noticed by teachers and trainers is that with the progress of civilization and culture, people's social responsibility increases. If in the past, it was possible for people to be isolated and seclusion or to be content with a limited and limited communication, today it is no longer possible and there is a need every moment for a person to expand the scope of his communication with his fellows, and this is also through accepting responsibility. As far as ability, it will not be possible. And the school is the best center that has the authority to properly educate children. In other words, the man of the contemporary century needs school more than the man of the past centuries. Therefore, the school program should be set up in such a way that, while developing the child's various talents and skills and preparing the right environment for his natural development, he will become a social person so that he considers his own good in the good of the society, and in all actions and movements. Do not think only about your personal interests and always prefer the interests of the public over your own interests.

New education should always consider changes and social needs and there should always be a connection between the school environment and the real-life environment and its positive activities. To achieve this goal, the best means is to make a connection between different lessons so that the child can use all the experiences he has gained in the family environment at school. And instead, apply what he learns in school in his daily life and as a result, the school becomes a coherent and living complex. Because the main goal of the school is to develop the child's talent and competence for personal and social adaptation, and other goals such as discipline and acquiring information and skills will be provided along with this adaptation.

Research proposals

Similar research should be done in other educational institutions.

Due to the elimination of the investigated samples in the research, in order to be surer of the results and to reduce the possibility of error, a larger number of samples should be used in the next research.

It is necessary that the Ministry of Education, Science and Higher Education Institutions and researchers pay attention to the ways and methods for the safe passage of students from this crisis during future research.

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